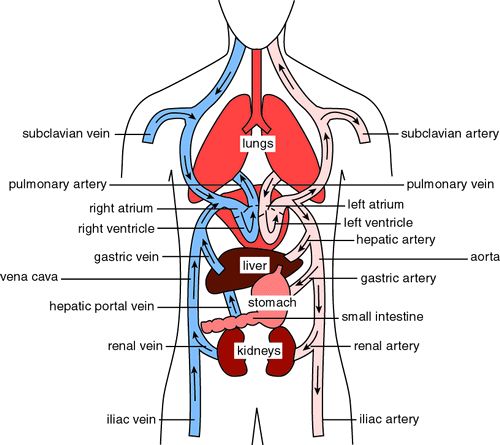
**Summative Assessment Task Who We Are**

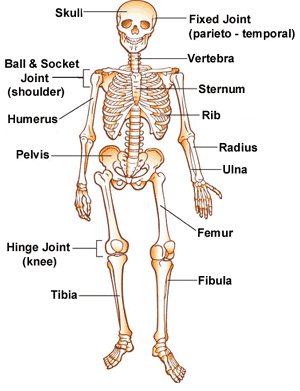
**Central Idea: Our body is made up of systems that are affected by the choices we make**



**Lines of inquiry**

* Different systems in our body
* How our body systems work
* How our choices we make affect body systems

In a group, your task is to **research a body system** and **prepare a display board** to show your knowledge and understanding of how the system works, and how it is affected by the choices we make.



You need to **make a model** to go with your display board (this will be made at home in your own time). You can also have **an experiment to share**.

You will also **write a script** for a role play to show how your chosen body system works.

Our G5 Celebration / Show will be on Sunday 10th February where you will share your learning with your parents.

The checklists below will be used to assess your presentation board and your role play.   
Use them to help you make sure you have covered all the necessary elements.  
**Checklist for the summative assessment – Presentation board**

|  |  |  |
| --- | --- | --- |
| My body system is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Yes** | **No** |
| Research notes available with sources cited (minimum of three different sources) |  |  |
| Detailed description of how the system works |  |  |
| A 3D model to use when discussing how the system works |  |  |
| Identify the parts of the system |  |  |
| Identify the function of each part |  |  |
| Use of technical vocabulary |  |  |
| Images to support the information |  |  |
| Information about how to take care of the system |  |  |
| Information about how the system can be positively affected by diet and exercise |  |  |
| Information about how the system can be negatively affected by diet and exercise |  |  |

**Checklist for the summative assessment – Skit**

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| An outline of the role-play (the scenario and overview of the roles) |  |  |
| A written script |  |  |
| Well-rehearsed |  |  |
| Equal participation |  |  |
| Clearly demonstrates how the system works |  |  |
| Use of technical vocabulary |  |  |
| Clearly demonstrates how the system can be positively affected by diet and exercise |  |  |
| Clearly demonstrates how the system can be negatively affected by diet and exercise |  |  |
| Use of props and costumes to enhance the presentation |  |  |
| Presentation skills (speaking clearly, appropriate pace and body language) |  |  |